

Childminder Report

Inspection date

15 September 2015

Previous inspection date

15 May 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder uses her detailed knowledge of individual children's needs and interests to plan a broad range of activities and experiences. As a result, children are fully engaged and motivated to learn.
- The childminder is very enthusiastic and committed. She regularly reviews her practice and takes account of the views of parents and children when developing targets for further improvement.
- The childminder ensures that her mandatory training is kept up to date and attends additional training to further develop her practice. She is an active member of the local childminding network and regularly shares ideas and best practice.
- Children develop close, supportive relationships with the childminder. They confidently select toys that they wish to play with and ask for alternative resources.
- Children's behaviour is well managed. The childminder is a good role model, demonstrating to children how they should behave towards others. She provides clear guidance about behavioural expectations and why they are important.
- The childminder's home is warm and welcoming. She helps to keep children safe from harm by regularly identifying and managing risks.

It is not yet outstanding because:

- The childminder does not always involve parents in the assessment of their children's existing skills and abilities when they first start at the setting.
- Occasionally, the childminder does too much for the children during play and routine activities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further systems for involving parents in the early assessment of children's existing skills and abilities when they first start at the setting
- provide more opportunities for children to practise their self-help skills.

Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures and the childminder's record of self-evaluation.
- The inspector checked evidence of the suitability of members of the household and the childminder's qualifications.
- The inspector took account of the written views of parents from the information kept in the childminder's records.

Inspector

Susan Hopper

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a secure understanding of her role and the requirements of the Early Years Foundation Stage. She is committed to developing her practice and has addressed the actions and recommendations from her previous inspections. The childminder makes good use of the knowledge gained from her early years qualification and training to provide a wide range of activities that cover all areas of learning. She uses observations of children's interests to further develop her practice. For example, she has introduced new resources to help children study the living world after they showed an interest in the development of caterpillars and baby chicks during their visits to the local school. The childminder regularly reviews children's progress and identifies the next steps in their learning. Children learn about other people and communities through visits to places of interest. They have opportunities to play with toys and resources that reflect positive images of people who are different to themselves. The arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is good

Children are happy and settled. The quality of teaching is consistently good. The childminder knows individual children well and provides good support. She collects detailed information from parents about children's likes, dislikes and care needs when they first start at the setting. Parents are kept well informed about children's progress and development and are encouraged to contribute information about their children's learning at home. However, parents are not involved in the early assessment of children's existing skills and abilities when they first start at the setting. Consequently, the childminder does not have detailed information when identifying children's starting points. The childminder has a good understanding of the skills children need for the next stage in their learning. She promotes early number and writing skills in everyday play activities. Children demonstrate a good understanding of colours as they recognise and name the colours of buttons on a toy garage. They have daily opportunities to be physically active outdoors in the enclosed garden area and in the play area at the local school.

Personal development, behaviour and welfare are good

Children play well together and cooperate fully with the childminder. They confidently explore their learning environment and choose activities they want to play with. Children demonstrate good concentration skills, maintaining their interest in activities for extended periods of time. They are developing good hygiene practices through daily routines and effective explanations. However, opportunities for children to develop their self-help skills are sometimes missed when the childminder does too much for them during play and daily routine activities.

Outcomes for children are good

All children are making good progress and are developing the skills they need for the next stage in their learning. They learn that print carries meaning, can recognise numbers and count in sequence.

Setting details

Unique reference number	322684
Local authority	Wigan
Inspection number	868799
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	15 May 2012
Telephone number	

The childminder was registered in 1994 and lives in Astley near Manchester. The provision operates all year round from 7.30am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 3.

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